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ABSTRACT

This document contains 17 lesson plans that can be used for career awareness activities in fifth grade. The lessons were developed by teachers and submitted as part of the Florida Blueprint for Career Preparation. The lesson plans include a topic, materials and information needed, and directions for activities. Lesson plans are designated by subject area; most of the activities fall into the language arts, social studies, and mathematics areas. Some of the topics in this unit are as follows: school musical, career abbreviations, completing a job application, a computer-made school newspaper, focus on the medical professions, historians, a day in the life of a carpenter, mathematics story problems, paycheck math, USA Careers and USA TODAY, from sea to shining sea (travel agents); job related to the space program, hair stylists, the year 2050, family role in career awareness, "Win, Lose, or Draw: The Career Version," and writing a business letter. (KC)

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MUSIC
FIFTH GRADE

BEST PRACTICES IN CAREER DEVELOPMENT

TOPIC:

A School Musical

MATERIALS/INFORMATION NEEDED:

Use the Elementary Career Development Competencies to assist in the development of an original script.

ACTIVITY:

This activity uses the theme of growing up and entering a career to create an original 45 minute musical. Backdrops are slides of career people at their work sites projected behind the students who are dancing and singing.

a. Enlist the assistance of parents and volunteers to help with choreography, costume designs, set designs and career slide backdrops.

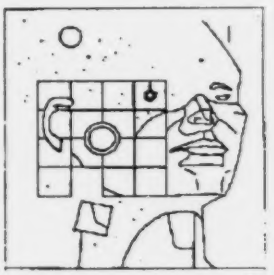
b. Develop the theme and select the music to tie in with an evolving script. "Growing Up Great" was the musical title used at Keeth Elementary.

c. Produce and present the musical.

d. Allow students to present elements of the musical to groups in the community.

CONTRIBUTED BY:

Virginia Vrichko, Keeth Elementary School, Seminole County



BEST PRACTICES
IN CAREER DEVELOPMENT

TOPIC:

Career Abbreviations

MATERIALS/INFORMATION NEEDED:

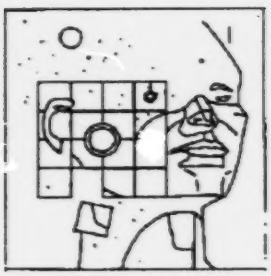
Abbreviations I Activity Sheet (provided)
Abbreviations II Activity Sheet (provided)

ACTIVITY:

Distribute activity sheets to the students. Discuss their answers.

CONTRIBUTED BY:

Broward District Schools, Career Education Department, "Footsteps to the Future."



Name _____

Abbreviations I

Directions: Write the abbreviations for the following words.

doctor _____

dentist _____

pint _____

lieutenant _____

attorney _____

foot _____

captain _____

professor _____

sergeant _____

Mister _____

Miss _____

centimeter _____

millimeter _____

Name: _____

Abbreviations II

Directions: Answer the following questions about careers that use abbreviations. Use the library to research your answers.

1. What abbreviations does a doctor use? _____
_____

2. What abbreviations does a nurse use? _____
_____

3. What abbreviations does an engineer use? _____
_____

4. What abbreviations does an electrician use? _____
_____

5. What abbreviations does a bus driver use? _____
_____

6. What abbreviations does a pilot use? _____
_____

7. What abbreviations does a librarian use? _____
_____

8. What abbreviations does a dentist use? _____
_____

9. What abbreviations does a teacher use? _____
_____

10. What abbreviations does a mail carrier use? _____
_____

11. What abbreviations does a grocer use? _____
_____

BEST PRACTICES
IN CAREER DEVELOPMENT

TOPIC:

Completing a Job Application

MATERIALS/INFORMATION NEEDED:

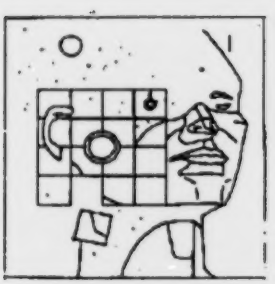
Copies of corporate job applications
Job descriptions with qualifications

ACTIVITY:

Students should read job descriptions and qualifications. The students should then complete job applications with no errors.

CONTRIBUTED BY:

Archie Gallon, Hurst Elementary School, Volusia County



BEST PRACTICES IN CAREER DEVELOPMENT

TOPIC:

A Computer-Made School Newspaper

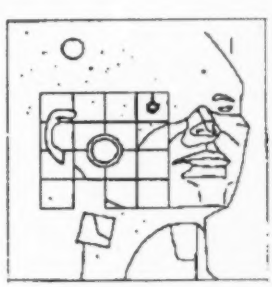
MATERIALS/INFORMATION NEEDED:

One computer for each group of students
Printer
"Newsroom" Software
Two blank diskettes per group
Steno notebooks
Typewriter for filling in cartoon "bubbles"
Photocopy machine
Parent volunteer

ACTIVITY:

Through this activity, students will learn and implement the newspaper skills of reporting; interviewing; researching, writing and editing news stories; typing stories on computers; and selecting suitable graphics. They will learn a practical application for skills learned in creative writing, spelling and language arts.

Divide the class into cooperative learning groups of four students each. Have students study local newspapers and note the various sections included. The number of sections in the class's newspaper will depend upon the number of cooperative groups. Current Events, Food, Sports, Student Survey, Environment, Lifestyles, and Safety Patrol are a few suggested topics for newspaper sections.



Each group should decide on the type of articles ot be included and the length of the stories necessary to fill the allotted panels. After students conduct research, develop interview questions and establish interview times, they should write and edit their stories.

Group members can then type stories using "Newsroom" software. Graphics should be stored on one diskette and text on another diskette. When the newspaper is completed, copies can be generated and distributed to students and faculty.

CONTRIBUTED BY:

Marilyn Hester, Cape Elementary, Lee County

LANGUAGE ARTS
ART
HEALTH
FIFTH GRADE

BEST PRACTICES IN CAREER DEVELOPMENT

TOPIC:

Focus on Medical Professions

MATERIALS/INFORMATION NEEDED:

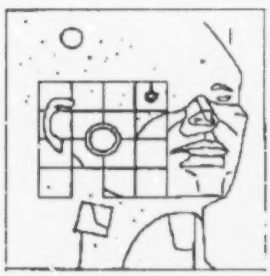
Construction paper
Markers or crayons
Magazines
Scissors
Glue
Book related to medical profession
Guest speakers from the medical profession
Equipment used by doctors and nurses

ACTIVITY:

Have students name as many different types of doctors as they can. After creating their lists individually, create a "web" on the chalkboard listing the various types of doctors. Lead a discussion on the diversity of the medical profession.

Read a book to the class that relates to the medical field. Ask the media specialist for assistance in locating a suitable book. After the book has been read and discussed, have students write a short paragraph about what they think of the medical profession.

Have several doctors come to the classroom. Set up a center for each doctor to display routines and professional equipment. Students should rotate around centers and gain experience and knowledge with manipulatives. The teacher should have a timer to time each session at the stations. If doctors or their representatives are not available, teachers can combine classes for the activity and pose as doctors. This will require each teacher to gather information about doctors and role play.



Students should cut out magazine pictures that illustrate a relationship to a particular type of doctor (e.g., pictures of animals for a veterinarian, pictures of people with glasses and contact lens products for an ophthalmologist, etc.) Combine the pictures with words that describe the medical profession in a collage fashion.

CONTRIBUTED BY:

Fifth Grade Teachers, Sun 'n Lake Elementary School, Highlands County

BEST PRACTICES
IN CAREER DEVELOPMENT

TOPIC:

Historians

MATERIALS/INFORMATION NEEDED:

Outline and questions (provided)

ACTIVITY:

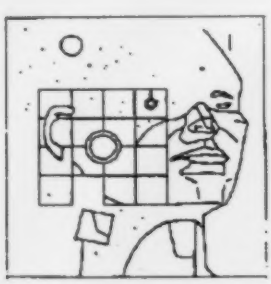
Discuss the role of an historian. Distribute the activity sheets and have students use the outline to obtain information about historians.

Answer Key:

1. An historian studies the past.
2. An archeologist studies plant and animal remains, ruins of buildings, and other objects. An archaeologist also digs.
3. An historian studies important events.
4. An historian uses Oral History, written history, and archaeologists to study the past.
5. Another name for Oral History is Spoken History.
6. Answers will vary (e.g., letters, newspapers, diaries, business records.)

CONTRIBUTED BY:

Broward District Schools, Career Education Department, "Footsteps to the Future."



Name: _____

Historians

Directions: Use the outline to answer the questions. Write your answers in complete sentences.

I. Historians study the past.
   A. They choose events that are important.
   B. They find clues from the past.
   C. They put the clues together to make sense.

II. Oral history is used by historians.
   A. Another name is "spoken history."
   B. Oral history is made up of stories told by older people who took part in an event.

III. Written records are used by historians.
   A. The main types of written records are read.
      1. Letters are collected.
      2. Newspapers are researched.
      3. Diaries are read.
      4. Business records are reviewed.

   B. Written records are used alone in special cases.
      1. The event happened so long ago that no one that experienced it is alive.
      2. They are used when nothing was passed down orally.

IV. Archaeologists are used by historians.
   A. Archaeologists study the past in different ways from historians.
      1. Archaeologists study plant and animal remains, and ruins of buildings.
      2. Archaeologists dig where they think people once lived.

   B. Archaeologists are used when no written records are available.
      1. Artifacts are studied to tell about how the people lived.
      2. Natural remains are used to tell about the people and the environment.

1. What does an historian do?

_____

2. What two main jobs does an archeologist do?

_____

3. What events does an historian choose to study?

_____

4. What three things does an historian use to study the past?

_____

5. What is another name for Oral History?

_____

6. What are two examples of written records?

_____

BEST PRACTICES
IN CAREER DEVELOPMENT

TOPIC:

A Day in the Life of a Carpenter

MATERIALS/INFORMATION NEEDED:

"A Day in the Life of a Carpenter," Oasis Magazine

ACTIVITY:

Read aloud the description of a work day for a carpenter in "A Day in the Life of a Carpenter."

a) Have students complete a table comparing how the carpenter uses the following skills and how a student uses each skill:

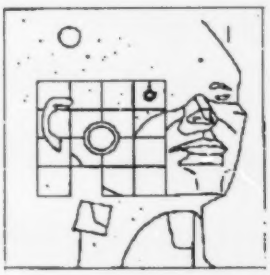
Follow directions in sequence	Work in adverse conditions
Understand basic math concepts	Follow written plans
Accuracy with details	Plan ahead
Work safely	Work closely with others

b) Hold a class discussion on the table prepared.

c) Have students write a paper relating skills they use in the classroom to another occupation.

CONTRIBUTED BY:

Rhonda Bury, Linda Webb, and Shirley Wilson, Fifth Grade Teachers, Lake Country Elementary School, Highlands County



BEST PRACTICES
IN CAREER DEVELOPMENT

TOPIC:

Mathematics Story Problems

MATERIALS/INFORMATION NEEDED:

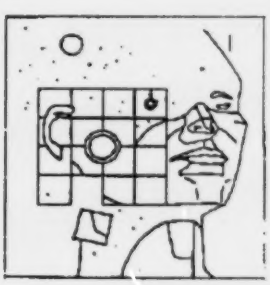
Activity Sheet (provided)

ACTIVITY:

Distribute activity sheets for students to complete. Discuss the occupations mentioned in the problems.

CONTRIBUTED BY:

Broward District Schools, Career Education Department, "Footsteps to the Future."



Name _____

Directions: Write the number problem and solve the problem.

1. Carl, the carpenter, stopped at the hardware store on his way to the construction site to pick up a few items he needed that day. He bought some screws for $1.29, nails for $.75, and a hammer for $2.67. How much change did Carl get from $5?

2. Nate, the nurse's aid, picked up supplies from the hospital supply room. He got a thermometer for $1.05, a package of gauze for $35, and two syringes for $3.27. How much change did he get from a $5 bill?

3. Katie, the costumer for a major television show, needed to stop at the fabric store to buy a few last-minute items to complete the costume she was working on. she bought a package of silver buttons for $1.30, a spool of thread for $.69, and some lace trim for $2.15. How much change did she receive from a $5 bill?

4. Donald was at the post office. He bought five stamps for $1.45, some envelopes for $1.75, and a postcard for $.25. How much change did he get back from a $5 bill?

5. Joe, a food journalist, was writing a review of a new restaurant. He was tasting some of the appetizers. He tried a smoked oyster dish for $1.30, a crab soup for $1.50, and a fruit salad for $1.75. How much change should Joe get back from $5?

MATHEMATICS
FIFTH GRADE

BEST PRACTICES IN CAREER DEVELOPMENT

TOPIC:

Paycheck Math

MATERIALS/INFORMATION NEEDED:

Paycheck stubs

ACTIVITY:

1. Explain the concepts of gross income, net income, deductions, hourly rate, bi-weekly, etc.

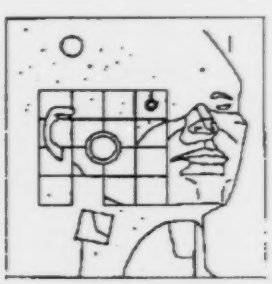
2. Delete personal information and net amount from paycheck stubs.

3. Place stubs in large container and have students select one stub each. Students may calculate the net income using subtraction and check the accuracy of the gross income using multiplication.

4. Prepare a budget for the net amount. If savings are considered into the budget, students can calculate simple interest. Students can itemize food amounts either using the newspaper or by taking a personal field trip with their parents.

CONTRIBUTED BY:

Susan Forbes Kovacs, Hurst Elementary School, Volusia County



BEST PRACTICES IN CAREER DEVELOPMENT

TOPIC:

USA Careers and USA Today

MATERIALS/INFORMATION NEEDED:

Copies of "USA Today" newspaper
Career Clusters lists

ACTIVITY:

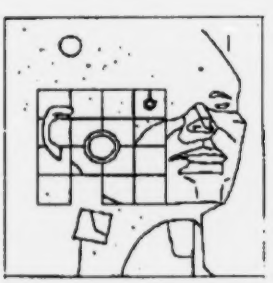
Students will use USA TODAY to locate and organize information about changing workers, occupations, and trends.

1. Career Choices - Students will use the career clusters lists to choose one or two fields which seem most attractive to them. They should read USA TODAY and circle articles, photos, graphics, or advertisements which are related to their area of interest.

2. Career Collage - Students should work in small groups to create a collage entitled "Workforce USA." Have them use photographs, articles, and graphics from issues of USA TODAY. Display the collage.

CONTRIBUTED BY:

Dorothea Fogle, Keeth Elementary, and Betty Bourne, Idyllwilde Elementary, Seminole County



SOCIAL STUDIES
LANGUAGE ARTS
MATHEMATICS
FIFTH GRADE

BEST PRACTICES IN CAREER DEVELOPMENT

TOPIC:

From Sea to Shining Sea

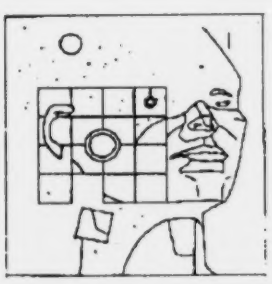
MATERIALS/INFORMATION NEEDED:

MECC Software (tutorial) 704
Software - Coast to Coast (tutorial)
Word Processing Software
Laser Printer
Guest Speakers
- Chamber of Commerce Representative
- Travel Agent
- Junior Achievement Representative
- Airline Carrier Representative

ACTIVITY:

Contact a local travel agent to give a presentation on the type of career travel agents have. This person should also give brochures to the students that describe the United States. State posters and Division of Tourism addresses can be secured through the travel agent.

Each student in the class should be responsible for writing to one governor requesting a representative recipe of his or her state. A student production committee should be formed in order to compile the recipes into a cookbook entitled "From Sea to Shining Sea." The cookbook can be sold to parents, faculty and members of the community. The cost of the book should be determined by the committee dedicated to production of the book with assistance from the rest of the class. The cookbook should be arranged in alphabetical order according to state name. The book should be spiral bound and reproduced on a laser printer.



A "Meet the States" fair could be held in the cafeteria or auditorium to be viewed by honored guests, parents and fourth graders. The fair should be followed by a luncheon with the menu consisting of recipes contributed by each governor.

Students should be responsible for each of the fifty states featured at the fair. The responsibility should be determined by a lottery format. Prior to the drawing, the remainder of the students should be assigned to cooperative groups that will supply support services (food, decorations, publicity, questionnaires, surveys, and research assistants.)

"States" students will have the following responsibilities:

a) Preparation of an outline/report for given state using predetermined subtopics.

b) Composition of a business letter requesting a representative recipe from a governor.

c) Determination of the longitude and latitude of the capital city.

d) Composition of a letter requesting information/brochures from the State Division of Tourism or a travel agent.

e) Establishment of an on-going vertical file of the United States using the brochures and pamphlets obtained.

f) Determination of the cost of a flight and travel time from their city of residence.

g) Preparation of a poster/project for the fair. The poster must include the state name, capital, a state map, location of major bodies of water, and important state facts.

ADDITIONAL ACTIVITIES

Select a trivia question from a pool of questions by a cooperative group of students regarding each of the fifty states. Each morning during opening exercises a new question will be asked preceded by the answer to the question from the previous day. Questions can be derived from incoming pamphlets, brochures, or encyclopedias. *SAMPLE QUESTION:* Which state is known as the "Sunshine State?"

Have students survey the faculty to find out each faculty member's birth state. Charts and/or graphs that reflect information accumulated should be displayed in the classroom.

Hold a "Nifty Fifties" dance in the school cafeteria. Admission could be two canned goods which would be donated to the school food bank or a charity.

CONTRIBUTED BY:

Susan Tomanek, Dania Elementary, Broward County

BEST PRACTICES IN CAREER DEVELOPMENT

TOPIC:

Jobs Related to the Space Program

MATERIALS/INFORMATION NEEDED:

Film - *Remember: Christa McAuliff*
VHS - *Space Station-Skylab*
VHS - *America in Space: The First 25 Years*
CDRom in Media Lab for related topics

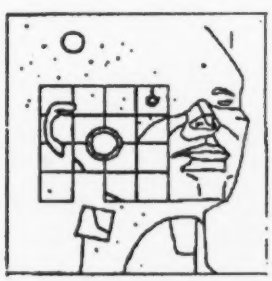
ACTIVITY:

After watching films and VHS tapes the students will identify jobs needed to run the space program.

Students will meet as groups and try to identify the most jobs related to the space program. The group with the most jobs listed wins!

CONTRIBUTED BY:

Peggy Stewart, West Bay Elementary, Bay County



BEST PRACTICES
IN CAREER DEVELOPMENT

TOPIC:

The Hair Stylist

MATERIALS/INFORMATION NEEDED:

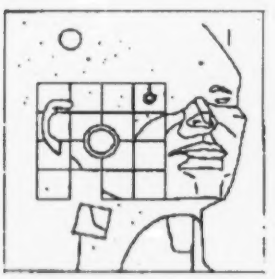
Activity Sheet (provided)

ACTIVITY:

Have students arrange the sentences on the activity sheet in chronological order.

CONTRIBUTED BY:

Broward District Schools, Career Education Department, "Footsteps to the Future."



Name: _____

The Hair Stylist

Directions: Read the following paragraph. Rewrite the paragraph, putting the sentences in chronological order.

The hair stylist goes to school to learn to give permanents. You sit under a hair dryer for several minutes so the heat can set he waves or curls. The hair stylist washes your hair. The stylist will comb your hair, and you will have waves or curls that should last for several weeks. The hair stylist applies a solution to your hair and styles it the way you want it to look.

_____

_____

_____

_____

_____

_____

_____

_____

_____

BEST PRACTICES IN CAREER DEVELOPMENT

TOPIC:

The Year 2050

MATERIALS/INFORMATION NEEDED:

Large poster for webbing ideas

ACTIVITY:

This activity will take 30 minutes each day for five days.

Divide students into cooperative learning groups of 4 or 5 students.

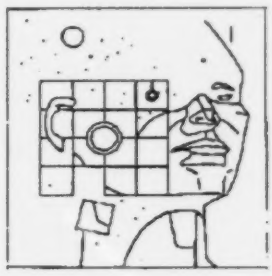
Present the following scenario: *It is the year 2050 on our planet Earth. You are 21 years old and will continue to be forever. What does Earth look like? How has Earth changed? What kinds of careers exist? What kind of jobs do you and others have?*

Ask each group of students to brainstorm and to use a chart to "web" their comments and suggestions. Each group of students should list the types of careers, homes, family life, etc.

Each group should keep a written log of progress and develop an oral presentation of its future vision.

CONTRIBUTED BY:

Janice Bridges, Padgett Elementary, Polk County



BEST PRACTICES
IN CAREER DEVELOPMENT

TOPIC:

Family's Role in Career Awareness

MATERIALS/INFORMATION NEEDED:

Tree of Occupations - copy for each student

ACTIVITY:

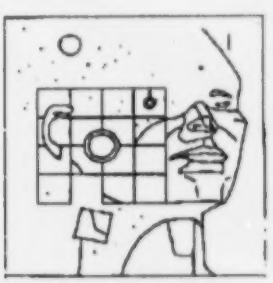
Through this activity, students will become aware that work is an important part of the lives of those around us. They will explore the types of work done by family members.

Distribute a worksheet to each student. Discuss the mechanics of completing the tree. Two occupations may be listed on the same branch, such as for father and stepfather. Allow several days for completion so that students can talk with family members.

After the charts are completed, plan a time for students to share or to write what they learned about their families and work choices.

CONTRIBUTED BY:

Sue Deskins, Pierson Elementary, Volusia County



TREE OF OCCUPATIONS

Directions: A person's family plays a role in his or her choice of an occupation, the occupations of the members of your family can influence you. Write the occupations held by the indicated members of your family on the following tree.

BEST PRACTICES
IN CAREER DEVELOPMENT

TOPIC:

"Win, Lose, or Draw: The Career Version"

MATERIALS/INFORMATION NEEDED:

chalkboard or easel
colored chalk or markers
game cards
egg timer or watch/clock with second hand

ACTIVITY:

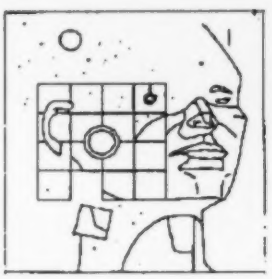
1. Make game cards with words from each of three categories: jobs, tools, workplace. The following are suggestions:

JOBS	TOOLS	WORK PLACE
farmer	scissors	church
painter	saw	police station
janitor	hammer	school
astronaut	handcuffs	hospital
gardener	typewriter	library
hairstylist	calculator	office building
doctor	computer	restaurant
counselor	fire hose	mall

2. Divide the class into two teams and decide how many "rounds" will be played. Flip a coin to see who goes first.

3. Play "Win, Lose, or Draw: The Career Version" according to the following rules:

a. Select a card from one of the categores. Be sure to announce the category and to give each team a card from the same category in each round.



b. Have teams select a player to draw first. The player selected to draw has one minuted to

draw the word from the card so that his or her team can try to guess the word.

c. If the word is guessed in one minute or less, the drawing team gets 10 points. After 30 seconds, the person drawing may hand off to another team member if he or she is having difficulty. The point value for the word then decreases to 5 points.

d. If the drawing team fails to guess the word, the opposing team may try to guess. If the opposing teams guesses the word correctly, the word is scored at 10 points if there was no hand off, and 5 points if there was a hand off.

e. *Speed Round* To do the speed round, select 10 cards of equal difficulty for each team. Each team selects one person to draw for the team. There may be no hand off during this round. The person drawing may have 2 passes. Time time limit for the speed round is 1 minute 30 seconds. Each word guessed correctly is worth 10 points.

4. Total the points and determine the winner.

CONTRIBUTED BY:

Carolyn Martin, Timbercrest & Deltona Lakes Elementary Schools, Volusia County

BEST PRACTICES
IN CAREER DEVELOPMENT

TOPIC:

Writing a Business Letter

MATERIALS/INFORMATION NEEDED:

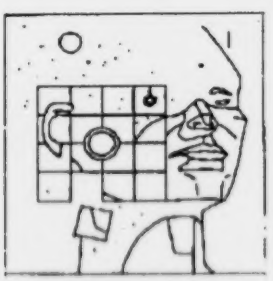
Activity sheet (provided)

ACTIVITY:

Have students write a business letter following the format given on the activity sheet.

CONTRIBUTED BY:

Broward District Schools, Career Education Department, "Footsteps to the Future."



Name: _____

WRITING A BUSINESS LETTER

Directions: **Write a business letter requesting information about your favorite career. Address the envelope. Use the following format:**

3206 Holly Lane
Tallahassee, FL 32304
May 31, 1991

Dr. Milton Stanton
732 Sunshine Lane
Plantation, FL 35806

Dear Dr. Stanton:

My class is studying careers. Could you please send me some information about your career that I can share with my class?

Sincerely,

Tom Brown

State of Florida
Department of Education
Tallahassee, Florida
Betty Castor, Commissioner
Affirmative action/equal opportunity employer

CD806 BK 93